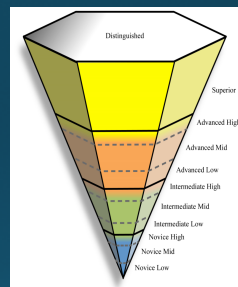


lterrillspringfield.wikispaces.com

Backward Design

Identify desired results –What are the goals?

How well?



What?



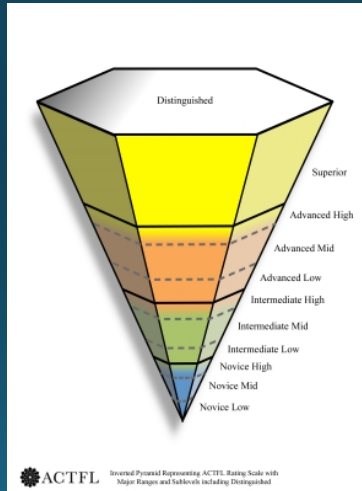
**WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES**

Performance and Proficiency

Proficiency



Performance



Laura Temil

3

Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtin

Laura Temil

Work from a clearly articulated curriculum

- Building knowledge through content-rich non-fiction
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational; and
- Regular practice with complex text and its academic language.

Common Core “Three Shifts”
Schmoker, *Leading with Focus*

Laura Terrill

5

Themes and Topics

Advanced Placement	International Baccalaureate	Clementi/Terrill
<ul style="list-style-type: none"> • Personal and Public Identities • Families and Communities • Contemporary Life • Beauty and Aesthetics • Science and Technology • Global Challenges 	<ul style="list-style-type: none"> • Social Relationships • Cultural Diversity • Customs and Traditions • Leisure • Health • Communication and Media • Science and Technology • Global Issues 	<ul style="list-style-type: none"> • Identity • Belonging • Well-being • Creativity • Exploring Time and Place • Discovery • Challenges

Laura Terrill

Thematic Unit Design

Theme/Topic	Contemporary Life: School Days		
Performance Target	Novice Range	Amount of Time	6 weeks 250 minutes per week
Essential Question(s)	What is school? Why is school important?		
Learning Scenario			
Students will learn about school in their community and in other cultures. They will consider what students learn in school and will be able to compare what schools are like in their community and in other places. They will be able to say why education is a basic right and comment on who goes to school in different countries. Finally, they will compare traditional ways of school with what is possible today.			
Unit Goals			
Learners will be able to:			
<ul style="list-style-type: none">• Discuss their likes and dislikes with regard to school• Comment on what they need to learn• Make comparisons between their school life and school life in the target culture• Comment on the importance of school and who goes to school			

Laura Temil

Thematic Unit Design

Theme/Topic	Contemporary Life: School Days		
Performance Target	Novice Range (Level 1 / Level 2)	Amount of Time	6 weeks / 250 minutes per week

Laura Temil

Essential Questions

- They can be answered in the target language.
- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

Laura Temil

Thematic Unit Design

Theme/Topic	Contemporary Life: School Days		
Performance Target	Novice Range	Amount of Time	6 weeks / 250 minutes per week
Essential Question(s)	What is school? Why is school important?		

Laura Temil

Thematic Unit Design

Theme/Topic	Contemporary Life: School Days		
Performance Target	Novice Range	Amount of Time	6 weeks 250 minutes per week
Essential Question(s)	What is school? Why is school important?		
Learning Scenario			
Students will learn about school in their community and in other cultures. They will consider what students learn in school and will be able to compare what schools are like in their community and in other places. They will be able to say why education is a basic right and comment on who goes to school in different countries. Finally, they will compare traditional ways of school with what is possible today.			
Unit Goals			
Learners will be able to:			
<ul style="list-style-type: none">• Discuss their likes and dislikes with regard to school• Comment on what they need to learn• Make comparisons between their school life and school life in the target culture• Comment on the importance of school and who goes to school			

Laura Temil

Identify anchor texts

**10 AUSREDEN
WENN MAN DIE
HAUSAUFGABEN
VERGESSEN HAT**

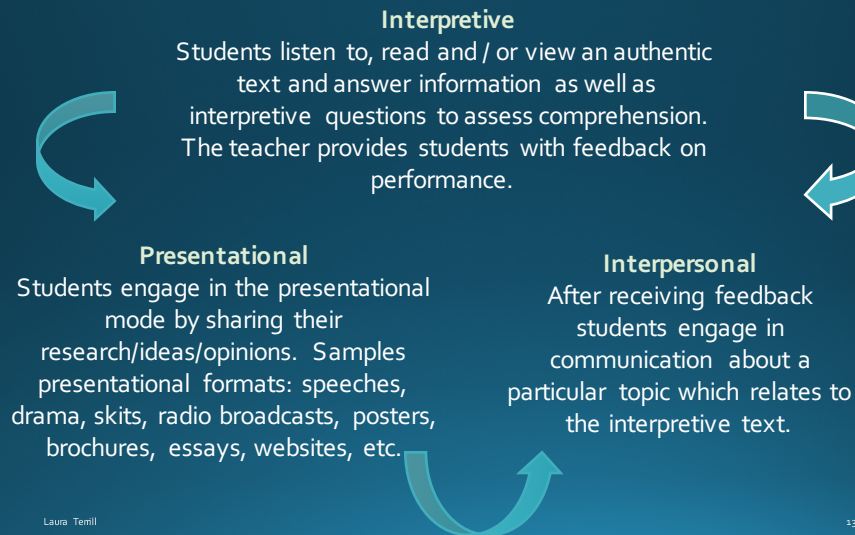
Sohn schwänzte Schule: Mutter muss sechs Monate ins Gefängnis

Wenn Kinder nicht zur Schule gehen, kann es bitter für die Eltern werden: In Hessen schickt ein Gericht eine Mutter nun deswegen in den Knast. Die Höchststrafe sei gerechtfertigt, meinen die Richter. Schließlich hätten andere Maßnahmen nicht zum Erfolg geführt.

Laura Temil



ACTFL Integrated Performance Assessment



IPA - Schooling Around the World

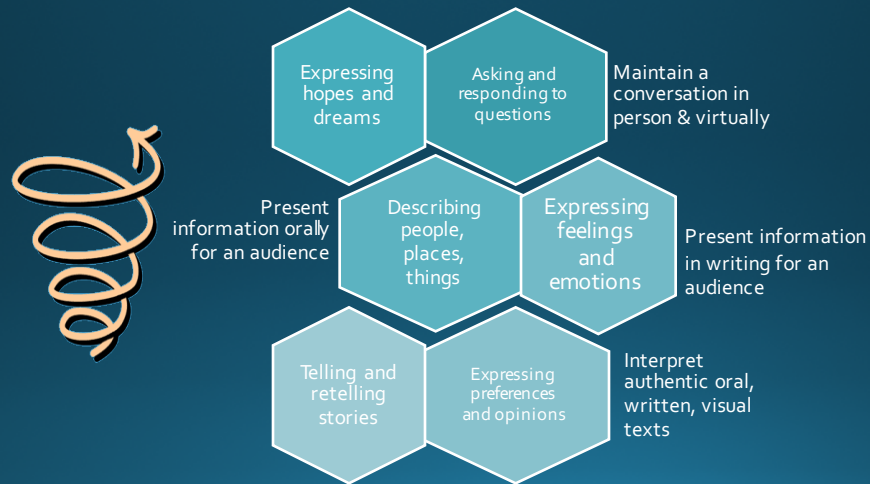
Novice –What is school? Who goes to school?

Summative Performance Assessments	
Interpretive	<ul style="list-style-type: none"> Read school schedules from other countries and draw conclusions about similarities and differences. Read ads or lists about school supplies and indicate what is needed. Listen as individuals give their opinions about information related to school and demonstrate comprehension.
Presentational	<p>Project - Create a multi-media presentation that will introduce your school to other (Spanish) speakers.</p> <p>On Demand – Share your feelings about school. Consider advantages and disadvantages of other school systems.</p>
Interpersonal	Have a conversation where you discuss school and education. Comment on what you like and don't like about your school and make comparisons to other schools in other countries. Give your opinion about why education is or is not important.

Laura Temil

14

Top Ten Functions and Related Tasks



Laura Temil

15

Key Function - Describing

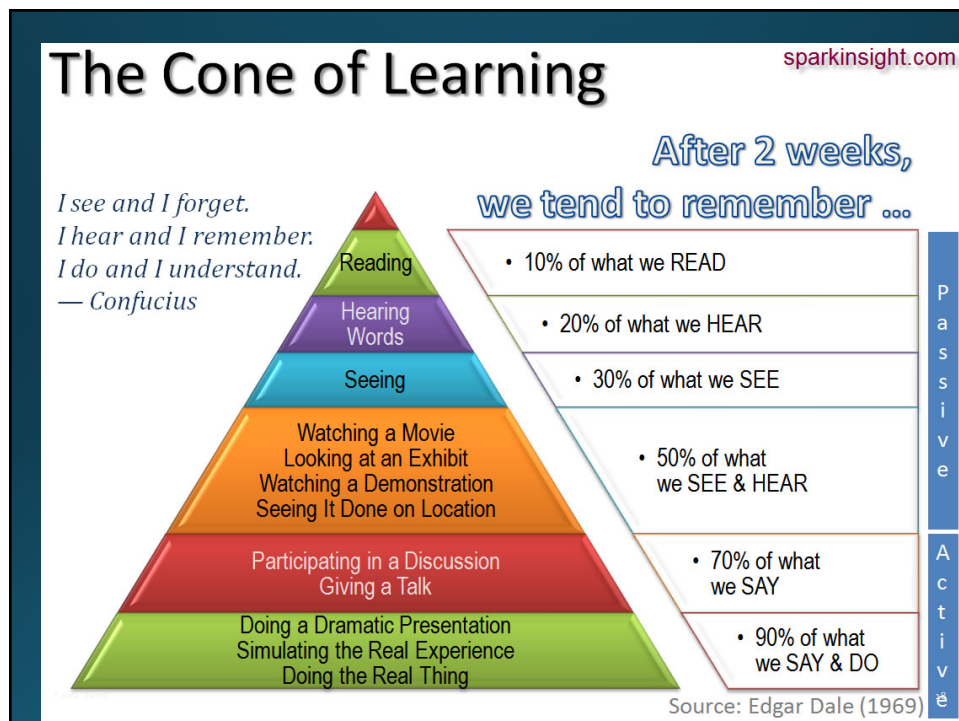
FUNCTION	NOVICE	INTERMEDIATE	ADVANCED
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives
			Give detailed descriptions using a variety of precise adjectives and adverbs
			Give detailed descriptions using a wide variety of precise adjectives and adverbs
RELATED LANGUAGE FUNCTIONS			
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather	Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret	Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize	

Laura Temil

16

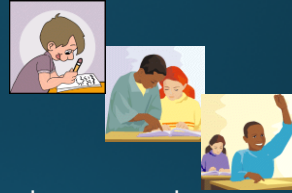
I can	Yes	With help	Not yet
discuss school subjects			
say what I can do to learn			
describe likes and dislikes with regard to school			
discuss school schedules			
say what I need/don't need			
say how many classes I and others have			
compare schools in different communities			
indicate how they and others go to school			
recognize the rights of the child			
talk about who goes to school			
say why school is important			

Laura Temil 17



Think – Write - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.

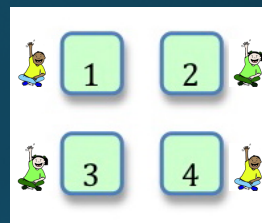


Laura Temil

19

Numbered Heads Together

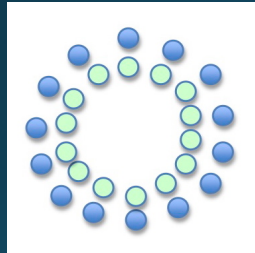
Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



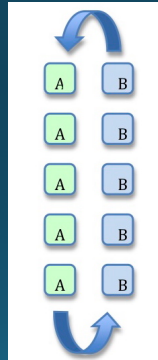
Laura Temil

20

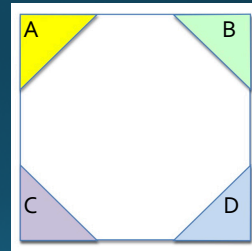
Working with Random Partners



Inner/Outer Circle



Rotating Rows



Four Corners

Laura Temil

21

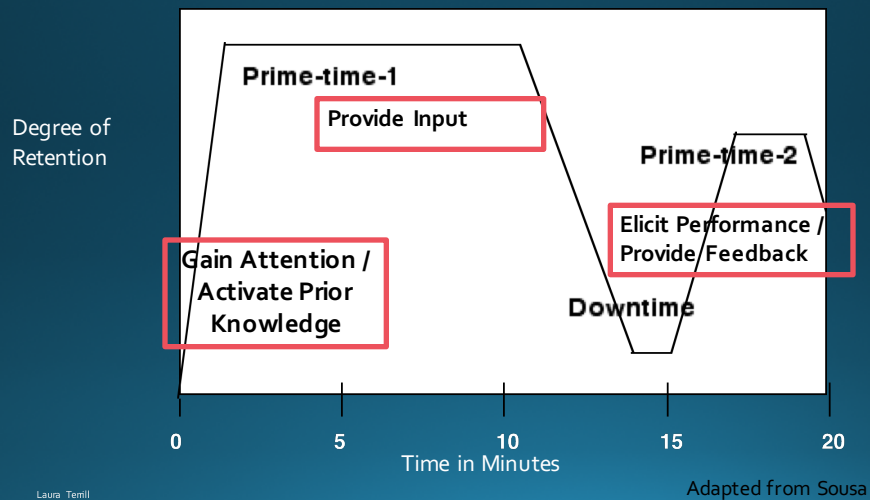
Lesson Observation Protocol

Lesson Objectives and Standards	
The lesson is clearly connected to the goals of the thematic unit and addresses an aspect of the essential question of the unit.	
The communicative and cultural objectives of the lesson are clearly stated so that students will know what they are expected to know and do by the end of the lesson.	√+
The objectives of the lesson are posted and referenced during the lesson.	
Authentic products and practices give meaning and context to the learning experiences.	√
The lesson advances learner performance in one or more of the modes of communication.	
The objectives of the lesson support other goals and standards as required by a school or district.	√-
Grammar is not the focus of the lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.	
Grammar is taught implicitly. Learners are encouraged to identify patterns using models such as PACE.	?
Learners use language at levels of accuracy consistent with their level of proficiency.	

Laura Temil

22

Primacy-Recency



Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



"Rigorous, aligned, engaging tasks"

2016/17 SPS PD Theme

I can	Yes	With help	Not yet
discuss school subjects			
say what I can do to learn			
describe likes and dislikes with regard to school			
discuss school schedules			
Say what I need/don't need			
say how many classes I and others have			
compare schools in different communities			
indicate how they and others go to school			
recognize the rights of the child			
talk about who goes to school			
say why school is important			

Laura Temil 25

Lead with Culture

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon
*Communicative Competence
 Theory and Classroom Practice*

Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time	Materials / Resources Technology
Gain Attention / Activate Prior Knowledge	<ul style="list-style-type: none"> Display cartoon-mom happy that child is going back to school Students write what they can based on positive and negative, primarily drawing on earlier lessons on schedules and classes Students share with partner and with class 	5	<ul style="list-style-type: none"> Image related to school
Provide Input	<ul style="list-style-type: none"> Students read overview silently Teacher paraphrases using yes/no questions to establish context of video. Teacher shows video up to :53 without stopping; then shows pausing to allow students to signal comprehension 	15	<ul style="list-style-type: none"> YouTube - De camino a la escuela Comprehension check questions or edpuzzle
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> Teacher displays images of children going to school with embedded text Students work together to create labels for each image Students work with sentence frames to share information on where children live and how they get to school Students comment individually on one of the images – writing a post-it or going to padlet 	10	<ul style="list-style-type: none"> Screen shots of children going to school from video; Prepared sentence frames Padlet activity
Provide Input	<ul style="list-style-type: none"> Teacher leads a quick overview of classroom photo allowing students to say what they can. Students read text Lo que aprenden los niños silently and compare to image to determine if this is the class being described. They share their observations with partner. Teacher reads text aloud stressing phrases that have key information for similarities and differences, calling on students to share observations. Teacher pauses to check for understanding using questions that require limited language production – yes/no, either/or, one word answers. 	10	<ul style="list-style-type: none"> Image of classroom with some similarities and differences Limited language production questions
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> Students then read silently to locate and consider key words, jotting down or highlighting appropriate phrases Students work in with partner to explain each word, one key word at a time. Teacher circulates coaching explanations and definitions of key words before calling on individuals for possible answers. 	10	<ul style="list-style-type: none"> List of key words
Closure	<ul style="list-style-type: none"> Students then work individually to complete Venn Diagram or record comments on VoiceThread to begin the comparison of US and other schools 	5	<ul style="list-style-type: none"> Venn Diagram or VoiceThread
Homework	Select one image from Des enfants et des écoles . Be ready to share a few facts about that image.		

Laura Temil

Bell Ringers



- Individual Work
- 5 minutes maximum, less is better
- Students show what they know, no right/wrong answers
- Activity has a connection to what comes next
- Students generate answers, no worksheets

Laura Temil

28

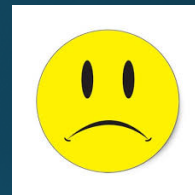
Gain Attention & Activate Prior Knowledge

- The initial activity serves to “hook” the attention of the learner. Learners are cognitively engaged in an activity that connects to that day’s lesson.
- The activity is of interest to the learner and allows learners to demonstrate what they can do at the start of the lesson.

Laura Temil

29

Bell Ringer — Indiquez le positif et le négatif.



Remember: Everything is done in the target language.

Laura Temil

30

Provide Input

- Vocabulary is introduced with visual support in meaningful contexts and practiced in meaningful chunks rather than as isolated words on a list. Vocabulary is not taught or practiced through translation.
- Learners have adequate opportunities to process language before being expected to produce language.

Laura Temil

31

De camino a la escuela

https://www.youtube.com/watch?v=qSkEJ_bitPQ

Para algunos niños, ir a la escuela representa apenas un paseo a la vuelta de la esquina. Para otros, significa afrontar desiertos, ríos, aguas heladas o contextos urbanos peligrosos.

Laura Temil

French version: <https://www.youtube.com/watch?v=tlrK1Vc7Lek>

32

Conduct comprehension checks to ensure understanding.



Limited Language Responses

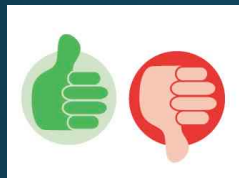


Extended Language Responses

Laura Temil

33

CHECKING FOR COMPREHENSION

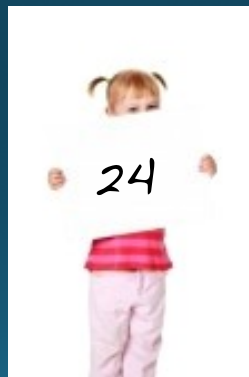


Thumbs up /Thumbs down



Make sentence true

Laura Temil



Hold ups



Do as I say (TPR)



Act Out

34

edpuzzle.com

<https://edpuzzle.com/classes/56c7cb24d8ace53c4147d163>



Laura Temil

35

Elicit Performance & Provide Feedback

- All learners are engaged and work collaboratively to complete meaningful tasks in the target language; tasks that have real world value beyond the classroom.
- Performance assessment is used to evaluate learning.
- The teacher uses formative checks for learning during lessons to adjust instruction as needed and to provide timely feedback to learners.
- Frequent descriptive feedback is given to the learners.
- The teacher differentiates instruction based on learner need.
- Learners regularly self-assess and reflect on their learning.

Laura Temil

36

Ils vont à l'école ____ et ils bravent ____.

Pour se rendre à l'école, certains enfants n'ont que quelques pas à faire, tandis que d'autres doivent braver des déserts, des rivières, des étendues gelées ou des quartiers urbains dangereux.

Les enfants vont à l'école en bus, à pied, en bateau, à âne, à cheval et à bicyclette.

Elle va à l'école ____ et elle brave ____.



Closure

The teacher closes the learning cycle with an activity that allows both the teacher and the individual learner to know how well the learning objectives for the lesson have been met.

<http://padlet.com/lterrill/french1>
password

Les Chemins de l'école

Comment as if you are one of the children in these pictures. How do you feel about school? How do you get there? You may also choose to add an additional picture.



Laura Terrill

39

Vocabulary "Quizzes"

- Create a sense of personal challenge.
- Give students a prompt and (2) minutes to write as many words as they can. Let them self-correct and compare their results with others if they want to. It's a personal competition, not one that someone would win.
- Two days later, give the same prompt and repeat the scoring process. They check their own work. Their personal goal is to improve their own performance.

Sample prompts

1. List school supplies that are likely to be found in a typical American backpack.
2. Name classes you really like and give reasons.
3. Name classes that are not your favorites and give reasons.

Laura Terrill

40

Grammar in context

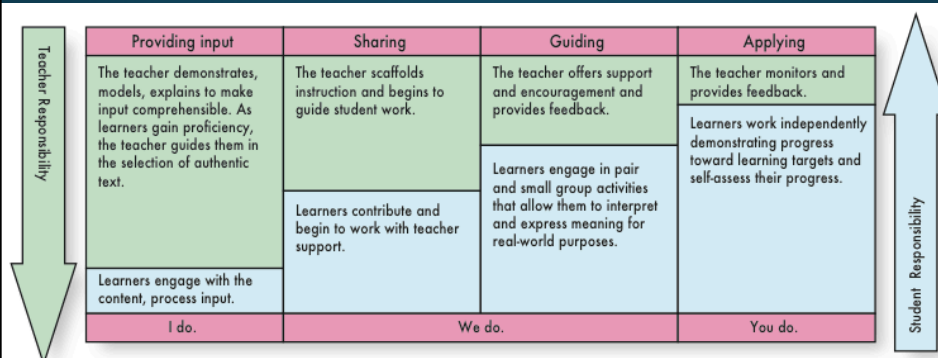
You've overheard conversations about how children go to school. Fill in the missing word.

1. Comment les enfants _____ à l'école?
2. Moi, je _____ souvent à l'école en bus mais quelquefois mes amis et moi _____ en voiture.
3. Les enfants à Abidjan _____ à pied.
4. Au Sudan, Marie y _____ à cheval.
5. Anne et moi habitons près d'un fleuve et nous y _____ en bateau..
6. Et toi, comment tu _____ à l'école?

Laura Temil

41

Gradual Release of Responsibility



Laura Temil

Adapted from Douglas Fisher